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ABSTRACT

The Virginia State Department of Education funded four, 3-year pilot clinical faculty programs to provide training and compensation to cooperating teachers for the purpose of improving the supervision of student teachers. Two of the programs which received grants were collaborative projects: partners Virginia Tech University and Hollins College and partners Hampton University and Christopher Newport College. The other two programs were coordinated by the University of Virginia and Lynchburg College. This evaluative report indicates that the four pilot clinical models demonstrated the importance of providing extensive supervisory training to qualified classroom teachers, recognition for their expertise, and appropriate compensation. The study indicates that the clinical faculty programs improved the quality of the student teaching experience at the participating institutions. Although there were differences among the programs, all four of the pilot clinical faculty models were effective. A summary of the findings focuses on the following topics: selection, training, and rewarding of teachers; how pilot model funds solved problems in recruiting and training cooperating teachers; impact of the clinical faculty model on school divisions; and similarities and differences among the models. Appendices include: outlines of each program's goals, objectives, and outcomes; a description of program components; and a copy of the "Clinical Faculty Questionnaire" used in conducting the study. (IAH)

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FOUR MODELS OF CLINICAL SUPERVISION IN VIRGINIA

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Abstract

This paper reports the findings of a study of four state-funded models of clinical supervision in Virginia. The authors describe how classroom teachers were selected, trained, and rewarded to improve the quality of student teaching supervision.

CLINICAL FACULTY PROGRAMS IN VIRGINIA

Research clearly supports the importance of the cooperating teacher in preparing preservice teachers (Grippin, 1989; Haberman & Harris, 1982; Karmos & Jacko, 1977; Dispoto, 1980). However, the effectiveness of the student teaching experience has been questioned because the role of the cooperating teacher is poorly defined and many classroom teachers do not have training in supervision (Schroeder and Brennan, 1990). In 1984, the Virginia Department of Education conducted a study of cooperating teacher practices in the state and found that most teacher preparation programs did not provide training for cooperating teachers, but offered only an orientation session and/or procedures manual.

As a follow-up to the 1984 study, the State Council for Higher Education in Virginia (SCHEV) and the Virginia Department of Education collaborated with the University of Virginia (UVA) to conduct a pilot program to study the effectiveness of supervisory training on cooperating teachers. The UVA study supported the belief that supervisory training for cooperating teachers does improve the quality of the student teaching experience. A teacher who participated in the pilot program commented: "If you've worked with student teachers before, you know it's been kind of hit or miss. You do the best you can, but you don't necessarily have the observation techniques or the evaluation skills you need. . . . Before this [the clinical faculty program] . . . we just got a student teacher with a handbook. We had very little contact with the university" (Rolfe, 1985, p. 18).

In 1986 Virginia initiated a restructuring of teacher education programs which eliminated undergraduate majors in education, placed a cap of 18 semester hours on the number of professional education courses, and expanded the field experience component. The expansion of field experiences placed a greater emphasis on the need for qualified classroom teachers trained in supervision.

In 1987 the Virginia General Assembly passed House Bill No. 1616 establishing guidelines to provide training and compensation to cooperating teachers to improve the supervision of student teachers. The bill proposed that cooperating teachers should be designated "clinical faculty" and granted adjunct faculty status at the participating institutions of higher education. The original version of House Bill No. 1616 stipulated that clinical faculty members were to be compensated "not less than $500 per each student supervised." A year later the bill was amended to eliminate any reference to specific amounts of compensation. To date, clinical faculty programs have not been implemented on a statewide basis in Virginia.

In 1988, the General Assembly passed House Bill No. 1085 allocating $245,000 for clinical faculty programs. Twenty-one institutions responded to a SCHEV Request for Proposals to support pilot clinical faculty programs. On July 1, 1988, SCHEV awarded individual grants to UVA and to Lynchburg College. SCHEV also awarded grants to two collaborative projects: partners Virginia Tech University and Hollins College and partners Hampton University and Christopher Newport College. Table

1 in Appendix A summarizes the goals, objectives, and expected outcomes of the four award-winning proposals. Table 2 in Appendix B provides a descriptive summary of each of the project's components.

Evaluation Method

The Virginia Department of Education commissioned the Commonwealth Center for the Education of Teachers at James Madison University to conduct a final evaluation of the three-year clinical faculty programs. A qualitative field study was conducted spring semester, 1991. Original key documents were examined to construct an interview format. A copy of the questionnaire is provided in Appendix C. In preliminary interviews, project administrators provided information about the goals, objectives, and intended outcomes. Site visits were made to each of the projects to interview clinical faculty, student teachers, and public school administrators. The research team collected data on recruitment, training, and reward systems. Data were analyzed to identify any discrepancies between program objectives and program outcomes.

SUMMARY OF THE FINDINGS

1. **How do the four models compare in selecting, training, and rewarding teachers?**

   a. All four projects required similar qualifications for teacher selection:

   - a valid Virginia Collegiate Professional Certificate,
   - certification in the assigned subject/grade level,
   - at least three years of successful classroom teaching,
   - recognition as an accomplished teacher by peers and supervisors,
   - personal experience as a student teacher or intern, and
   - a Master's degree (required only by CNC/Hampton University).

   b. The length of training varied in each project:

   - CNC/Hampton University offered a two-hour graduate level course;
   - Lynchburg College offered a three-day summer orientation and a three-hour graduate course;
   - UVA conducted a one-week summer training seminar for new clinical faculty; followed by a three-day session for experienced clinical faculty; and
   - VA Tech/Hollins College held seminars twice a month throughout the school year.

c. Incentives for participation in the four projects included:

- recertification points (awarded by the state);
- adjunct faculty status which offered parking, library and bookstore privileges, special event discounts, and use of athletic facilities;
- CNC/Hampton University offered a training stipend;
- UVA offered stipends for training and for participation in a refresher course;
- VA Tech/Hollins College paid for a substitute teacher for the clinical faculty to attend all day workshops;
- Lynchburg College did not offer a training stipend; and
- compensation ranged from $250 to $500 for student teacher placements. (See Appendix B. Table 2.)

2. **What problems in the recruitment and training of cooperating teachers were solved because the pilot model funds were available?**

- State funds provided a vehicle for encouraging qualified classroom teachers interested in supervising student teachers to participate in systematic, carefully designed programs to improve their observation, conferencing, and interpersonal skills. Classroom teachers were more willing to accept student teachers knowing they would have the continuous support and guidance of clinical faculty members.

- State funds supported school/university collaboration to provide extensive, consistent training in supervisory skills to qualified classroom teachers to improve the preparation of new teachers.

- State funds enabled the participating colleges/universities to provide a level of compensation appropriate for highly qualified teachers providing service to the profession.

3. **What impact has the clinical faculty model had on the school divisions?**

- The clearly defined role of the cooperating teacher reflects the careful selection process, training specific to the supervision of student teachers, the more professional status of the cooperating teacher as adjunct faculty, and increased involvement of school personnel in the preparation of new teachers.

- The clinical faculty models have provided a systematic procedure for public school teachers, administrators, and college faculty to collaborate in the preparation of new teachers.

- The clinical faculty models have provided opportunities for professional growth and development to classroom teachers selected to participate.

- Clinical faculty reported that they enjoyed exchanging ideas, sharing problems, feeling a sense of empowerment, increasing their knowledge and understanding, and developing greater self-esteem.

- As a result of the pilot clinical faculty models, 358 teachers received training to enable them to function more effectively in the preparation of new teachers.

4. What were the differences among the models?

a. The role of the clinical faculty members differed.

CNC/Hampton University asked clinical faculty to:

- work with a student teacher for one semester per school year,
- serve as an ongoing consultant to other cooperating teachers not trained as clinical faculty, and
- serve on education faculty committees.

Lynchburg College asked clinical faculty to:

- work directly with a student teacher for one semester per school year,
- consult with and be available to provide information to three or four cooperating teachers located in close geographic proximity,
- observe and consult with two or three other student teachers twice during the student teaching period, and
- share in the teaching of a clinical faculty course under the direction of college faculty during the second and third years as a clinical faculty member.

UVA asked clinical faculty to:

- work with a student teacher each fall,
- consult with that same student on a research project during the spring semester,
- serve on education faculty committees, and
- be willing to teach methods courses (with remuneration).

VA Tech/Hollins College asked clinical faculty to:

- work with a student teacher one semester a year and
- participate in action research projects.

b. The number of clinical faculty differed among the projects. The number of trained clinical faculty serving during 1990-1991 at the project institutions included:

- 27 at Christopher Newport College,
- 26 at Hampton University,
- 3 at Hollins College,
- 24 at Lynchburg College,
- 230 at UVA (which only uses clinical faculty), and
- 48 at Virginia Tech University.

Costs of Providing Clinical Faculty Programs

The Commonwealth Center at James Madison University conducted a survey in 1991 of cooperating teacher practices in Virginia's colleges and universities. Responses from all 37 teacher preparation programs indicate that in 1990-1991 there were 4,067 active cooperating teachers and 919 active trained clinical faculty. There were ten institutions reporting clinical faculty programs in addition to the state funded pilot models.

Obviously, a major consideration in implementing clinical faculty models is the cost. The maximum remuneration given to teachers in the four pilot clinical faculty projects was $500. If every cooperating teacher who supervised a student teacher during 1990-1991 were trained as a clinical faculty member, and received $500 for a student teacher placement, the total cost for the 4,986 teachers would be $2,493,000. This figure does not include training or administrative costs. In addition, this figure probably is inflated because it does not allow for elementary school placements which typically are shared between two teachers, each supervising a different grade level. Thus, the cost of $500 for each elementary school placement may represent two teachers.

CONCLUSION

The four pilot clinical faculty models demonstrated the importance of providing extensive supervisory training to qualified classroom teachers, recognition for their expertise, and appropriate compensation. The study indicates that the clinical faculty programs improved the quality of the student teaching experience at the participating institutions. Although there were differences among the programs, all four of the pilot clinical faculty models were effective.

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APPENDIX A

Pilot Clinical Faculty Programs in Virginia

Goals, Objectives, and Outcomes

TABLE 1

PILOT CLINICAL FACULTY PROGRAMS IN VIRGINIA

Data from original proposals to SCHEV - 1988

	Christopher Newport College/ Hampton University	Lynchburg College	University of Virginia	Virginia Tech University/ Hollins College
Program Title	The Peninsula Cooperative Clinical Faculty Program	A Clinical Faculty Program	Clinical Instructor Program	Clinical Affiliates Student Teaching Program
Goal(s)	1) To train 60 qualified classroom teachers as clinical faculty and at least 10 college faculty (including those in liberal arts) in student teaching supervision 2) To establish a partnership between a private and a public institution to provide a comprehensive training and supervision program for public school personnel	1) To train 24 fully qualified clinical faculty who will provide guidance and support to 80 cooperating teachers 2) To provide supervision for a comparable number of student teachers	1) To improve the way clinical instructors are selected, trained and rewarded 2) To enhance collaboration between the public schools and the university	1) To provide a vehicle for recruiting 48 interested (and qualified) supervising teachers 2) To implement a systematic, carefully designed training program for clinical affiliates
Objectives	1) To improve the preparation of first year teachers 2) To demonstrate the value of a cooperative model between public and private institutions 3) To train liberal arts faculty from both institutions to supervise student teachers	1) To recruit qualified cooperating teachers 2) To improve supervision for student teachers through the collaborative efforts of a cooperating teacher, college supervisor, and clinical faculty member 3) To provide better leadership and guidance to the high-risk student teacher (i.e., individual who may not be successful because of poor academic background or personal characteristics)	1) To provide opportunities for student teachers to observe competent role models and practice effective teaching skills 2) To develop the knowledge and skills of clinical faculty in observing, conferring, and counseling 3) To increase the university supervisor's influence on the student teacher's perceptions of relevant academic and professional content	1) To provide more effective school-university collaboration 2) To support multi-disciplinary collaboration among elementary, secondary, vocational-technical, and physical education faculty in student teacher preparation 3) To include classroom teachers as partners in the supervision of student teachers 4) To conduct action research on the student teaching process 5) To use an electronic communications network to encourage broader communication

	Christopher Newport College/ Hampton University	Lynchburg College	University of Virginia	Virginia Tech University/ Hollins College
Expected Outcomes	1) Provision for collaborative training of clinical faculty 2) Development of clinical faculty who can serve either public or private institutions 3) Establishment of a tripartite selection process involving university/college and public schools 4) Standardized requirements for student teachers 5) Improved communication between private and public institutions	1) Establishment of a cost-effective clinical faculty program 2) Development of an exemplary working partnership between public schools and college faculty 3) Establishment of a method to deal more effectively with placements for college students seeking secondary school endorsements 4) Implementation of a program to provide increased supervision to prepare students for the first year of teaching	1) Improvement in the quality and effectiveness of supervising teachers 2) Provision of adequate financial and status rewards for supervising teachers 3) Increased communication and involvement of outstanding practitioners in the teacher education program	1) Identification and recruitment of a highly interested and motivated cadre of clinical affiliates 2) Preparation of student teachers who are more reflective, insightful, and confident about teaching 3) Better trained clinical affiliates 4) Closer collaboration between clinical affiliates and university supervisors 5) A shift in the university supervisor's role from focusing on student teacher supervision to assisting the clinical affiliate

APPENDIX B

Pilot Clinical Faculty Programs in Virginia

Description of Components

TABLE 2

PILOT CLINICAL FACULTY PROGRAMS IN VIRGINIA
Description of Components

	Christopher Newport/ Hampton University	Lynchburg College	University of Virginia	Virginia Tech University/ Hollins College
Selection Process	Teachers apply to school district; college/university selects	Administrators ask teachers to apply; college selects	Teachers apply, principal recommends, central office screens, joint committee selects most highly rated	School district asks teachers to apply; college/university selects
Selection Criteria	Valid VA Collegiate Professional Certificate; Master's degree; certified in assigned subject/grade level; 3 years successful teaching; principal/peer nomination; 250-word essay on creative classroom strategy; classroom observation; willingness to serve for 5 yrs; history of effective supervisory experience or personal experience as student teacher/intern; appropriate written and oral communication skills; evidence of ongoing professional development	Valid VA Collegiate Professional Certificate; certified in assigned subject/grade level;at least 3 yrs. successful classroom teaching; personal experience as student teacher/intern; documented leadership ability, excellence in teaching, and communication skills (written essay); recognized by peers and supervisors as an accomplished teacher in at least one model of instruction and a skilled leader in instructional development	Valid VA Collegiate Professional Certificate; certified in assigned subject/grade level; at least 3 yrs. successful classroom teaching; personal experience as student teacher/intern; recognized by peers and supervisors as a model teacher	Valid VA Collegiate Professional Certificate; certified in assigned subject/grade level; prefer Master's degree; prefer personal experience as student teacher or intern; 3 yrs. successful classroom teaching; written recommendations from peers/supervisors; recognized as an accomplished teacher in at least one (preferably more) model of instruction and a skilled leader in instructional development

	Christopher Newport/ Hampton University	Lynchburg College	University of Virginia	Virginia Tech University/ Hollins College
Incentives for Participation	Recertification points awarded by state; $300 training stipend; adjunct faculty status/privileges (i.e., listed in college catalogue and access to all campus facilities/events)	Recertification points awarded by state; tuition waiver for 3-hour graduate credit course; adjunct faculty privileges (i.e., parking, library usage, access to media lab, use of athletic facilities, listed in college catalogue)	Recertification points awarded by state; $200 training stipend, $50 for clinical faculty refresher course; adjunct faculty status/privileges in the Curry School	Recertification points awarded by state; graduate credit; substitute teacher paid for clinical faculty to attend all day workshops; adjunct faculty status with privileges (i.e., library usage, admission to gymnasium, bookstore and special event discounts, library searches)
Clinical Faculty Training	2-hour graduate course covering: Goldhammer's clinical supervision model, Madeline Hunter's script taping, and PET (Program for Effective Teaching)	3-day summer orientation session; 3-hour graduate course covering: Meyers-Briggs Type Indicator, communication and observation skills, evaluation techniques, adult stages of learning, and mentoring	5-day summer session for new people followed by 3-day session for experienced clinical faculty; pre-and-post conferencing, observation skills, reflective teaching, career counseling, education trends	2-hour seminars twice a month covering: communication skills, observation, and self-analytic skills, creation of a supportive learning environment, reflective teaching, script-taping, concept building, and VA's Beginning Teacher Assistance Program (BTAP)
Clinical Faculty Role	Serve 5-year term; work with student teacher one semester per year; serve as consultant to other cooperating teachers and education department	Serve 3-year term; work with student teacher one semester per year; serve as consultant to 2-3 other student teachers per semester; serve as a resource to other cooperating teachers; participate with college faculty in preservice training of student teachers; team teach course for new clinical faculty	Serve 2-year term; may be reappointed; Fall semester: work with student teacher (teaching associate) for 15 weeks; Spring semester: consult with the teaching associate on field-based research project and serve on committees at Curry School of Education	Serve a fixed term (2-5 yrs.) with regular review by cooperating school division and college/university; work with student teacher one semester per year; participate in action research projects
Compensation for Clinical Supervision	$450 per student teacher for secondary teachers; $225 per student teacher for elementary teachers	$500 per student teacher	$500 per student teacher	First two years, $500 per student teacher; third year, $300 per student teacher

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APPENDIX C

Clinical Faculty Questionnaire

CLINICAL FACULTY QUESTIONNAIRE

Name_____
(optional)

Subject/Grade Level _____

Clinical Faculty Program _____

1. How were you recruited for the Clinical Faculty program?

2. Describe your Clinical Faculty training including time schedule and topics presented?

3. How adequately do you feel your training prepared you for the Clinical Faculty experience?

4. Were you compensated for training time?

5. Other than the financial remuneration, what do you feel were the rewards and benefits for participating in the program?

6. Prior to your Clinical Faculty experience, did you serve as a cooperating teacher? If yes, would you contrast your experience as a Clinical Faculty member to your experience as a cooperating teacher.

7. What information would you like to share with the program developers?

Thank you!